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ABSTRACT

This book, consisting of 17 chapters written by different authors, traces the progress that has been made in developing lifelong learning policies over the past 30 years and examines current challenges to lifelong learning policymakers. Focusing on a global agenda, the book is organized in six parts with thematic chapters following an introductory chapter, "From Recurrent Education to the Knowledge Society: An Introduction (Schuller, Schuetze, Istance). Part 1 is Historical Reflections on Policy-making and includes: "Education in 2000 and 2025: Looking Back to the Future" (Husen); "Lifelong Learning Revisited" (Kallen); and "Lifelong Learning and the Changing Policy Environment" (Papadopoulos). Part 2 is

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Building Human and Social Capital and includes: "Effective Schooling for Lifelong Learning" (Hargreaves); "Too Old to Learn? Lifelong Learning in the Context of an Ageing Population" (Lynch); and "From Human Capital to Social Capital"/(Healy). Part 3 is On Organizing Learning and includes: "The Seventh Sector: Social Enterprise for Learning in the United States" (Stern); "Training Networks and the Changing Organization of Professional Learning" (Caspar);"Learning in Post-industrial Organizations: Experiences of a Reflective Practitioner in Australia" (Ford). Part 4 is Globalization and Higher Education and includes: "Globalization, Development and the International Knowledge Economy" (Carnoy); "Globalization, Universities and 'Knowledge as Control': New Possibilities for New Colonialisms?" (Kim); and "Universities and the Knowledge Society" (Duke). Part 5 is Internationalizing Literacies and Learning and includes: "Problems of Adult Literacy in the Knowledge Society: Lessons from International Surveys" (Tuijnman); "The Digital Divide and Literacy: Focusing on the Most Poor" (Wagner); and "Learning Cultures and the Pursuit of Global Learning Norms" (Hirsch). Part 6, A Swedish Cod, includes the final chapter: "Adult Education Policy in Sweden 1967-2001: From Recurrent Education to Lifelong Learning" (Rubenson). Some of the chapters have figures and tables. All of the chapters have bibliographies, some substantial. There is an index and a section with notes on contributors. (AJ)

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